
SPAN 4322 901
Spanish Advance Composition

College of Arts and Humanities
Department of Language, Literature, and Arts

PROFESSOR: Dr. Alexandra Rodriguez

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OFFICE HOURS: Classroom Hall 314-O. M&W (3:15-4:10)

(For virtual appointments, send an email with two of your most convenient times)

Course Description

El curso tiene como objetivo permitirle al estudiante con un nivel avanzado de aprendizaje del español, el desarrollo de su expresión escrita. El curso se diseñó para que los estudiantes profundicen su conocimiento gramatical y amplíen su léxico. A través de lecturas, ejercicios y práctica intensiva, los alumnos trabajarán diferentes técnicas y estilos de prosa. Todas las sesiones se desarrollarán en español aunque el *translenguaje* es permitido dependiendo del contexto.

Los objetivos principales del curso son:

- (1) madurar habilidades escritas a nivel formal,
- (2) repasar estructuras gramaticales de los textos en español,
- (3) ampliar el vocabulario activo y
- (4) seguir mejorando el español conversacional.

Las clases se dedicarán a la corrección y discusión de los textos, y el repaso de las tareas. Los estudiantes deben de estudiar con cuidado los textos, el vocabulario, gramática y preguntas antes de llegar a clase. La preparación y participación activa es un requisito esencial para que la clase tenga éxito. La asistencia de por sí no forma parte de la evaluación de la preparación y participación en clase (claro está que la una no se puede evaluar sin la otra).

Reading and Writing Goals

1. To read and think closely, creatively, analytically, and innovatively.
2. To articulate a clear, critical thesis in an introduction.
3. To support a thesis with relevant and varied forms of evidence and sustained critical analysis.
4. To substantially revise one's own writing using instructor comments and peer reviews.
5. To craft sentences and paragraphs which demonstrate correct and effective mechanics, grammar, usage, and style.
6. To begin to develop creative and novel ways of framing an argument, and to engage multiple points of view, distinct audiences, and interdisciplinary perspectives.

Textos:

Ayllón, Cándido; Paul Smith, and Antonio Morillo. *Spanish Composition Through Literature*. 6a ed. New Jersey: Prentice Hall, 2010. (Selecciones)

E-MAIL

Email is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your messages within 24 hours. To ensure effective communication, please use your Texas A&M email when contacting Dr. Rodriguez (yrodriguezs@tamusa.edu). **If you send emails through Blackboard, do not expect a prompt response, as all communication will be conducted through TAMUSA email.** You are also responsible for all information that is sent to your TEXAS A&M-SA email account regarding the course, and you should check this information regularly.

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

DIVISIÓN DE LA NOTA FINAL

- A. Asistencia y participación:** En la clase todos tendrán oportunidades de compartir en conversación, pero sobre todos los estudiantes tienen que preparar las lecturas tareas asignadas (see course calendar), y cualquier tema de conversación antes de clase. Puesto que la participación es sumamente importante en este curso y sólo se puede participar estando presente se permitirán 2 ausencias sin justificar (2 unexcused absences). Cada ausencia posterior será causa de reducción de la nota final de un 1% por ausencia. Ojo: Faltar a clase no es una excusa para no venir a la siguiente clase sin haber leído, venir preparado para un posible quiz o hacer la tarea.
- B. Midterm & Final Exam**
Durante el curso habrá dos pruebas donde se evaluarán el vocabulario, la gramática y la escritura aprendida durante el curso.
- C. Homework /Prácticas:**

Los estudiantes deben completar todos los ejercicios de cada *Práctica* asignada como tarea independiente (see course calendar). Seis *Prácticas* deberán ser subidas al Blackboard en las fechas indicadas en el calendario de curso. Cada *Práctica* tiene un valor de 50 puntos.

D. Composiciones y evaluación por pares (peer review)

Después de cada Taller de escritura (Workshop), los estudiantes deben entregar una versión de su composición para revisión por sus compañeros. Luego, siguiendo el calendario del curso, tendrán que hacer cambios e incluir sus sugerencias para entregar una versión final cuando corresponda. Las instrucciones para cada composición se darán en clase según el calendario del curso. Cada ensayo deberá ser de 2.5-3.5 páginas (double espacio) redactadas durante los talleres. Las composiciones serán evaluadas tanto por su precisión gramatical y ortográfica, como por su contenido, enfoque y organización.

Attendance and participation In-class	150
6 Practicas from the book (tarefas) (50 pts. each) (Submissions on Blackboard)	300
1 Midterm Exam (In-class) Vocabulary, Grammar & Writing	150
Compositions & Peer Review Assignments (Submissions on Blackboard)	200
Final Exam In-class	200
Total	1000

GRADING SCALE

Letter	Score
A	900-1000
B	800-899
C	700-799
D	600-699
F	Below 590

Introducción al curso. Escritura preliminar

Overview of course objectives, expectations, and introduction to preliminary writing exercises.

Capítulo 1: “La siesta del martes” — Discusión y ejercicios en clase (p.1–13)

Discussion and analysis of the short story “La siesta del martes.” Practice of reading comprehension and vocabulary.

Mon., Sep. 1 — Labor Day

No class.

Enfoque: Preliminary Considerations (p.23); Repaso gramatical (p.16–17)

Introduction to grammatical review. Discussion of preliminary linguistic considerations for writing in Spanish.

Práctica #1: A, B p.21

Repaso gramatical (pp.43–48) / “La casa de los espíritus” — Cuestionario

Grammar review focusing on structures for written narration. Discussion of excerpts from *La casa de los espíritus*.

Enfoque: Using the Right Register (p.51)

Práctica 2: A, B p.48–49

Taller No. 1: La descripción

Workshop on descriptive writing. Emphasis on sensory language and detailed characterization.

1er borrador de la descripción

Repaso gramatical: Imperfecto y Pretérito (pp.71–74)

Contrast of past tenses in narrative description.

Enfoque: La Descripción (p.221)

Peer Review: “La descripción”

Collaborative feedback session on descriptive drafts.

Study of **Futuro (p.75)** and **Condicional (p.76)** tenses.

Práctica A, B p.77–78

Examen de gramática y escritura — “La descripción”

Written and grammar exam on descriptive writing.

Repaso gramatical: Tiempos compuestos (pp.98–103)

Study of compound tenses: Present Perfect, Pluperfect, Future Perfect, and Conditional Perfect.

Enfoque: Developing an Approach

Taller No. 2: “La narración de un evento” (p.107)

Workshop on writing personal and fictional narratives.

Práctica A, B p.104–106 (Due Oct. 19)

1er borrador de la narración de un evento

Lectura: “La casa tomada” de Julio Cortázar

Discussion and analysis of magical realism and narrative structure.

Enfoque: Writing a Personal Experience (p.328)

Peer Review: “La narración de un evento”

Group feedback session.

Discussion of “*Con los ojos cerrados*” (p.191).

Repaso gramatical: Otras formas verbales

Study of infinitives (p.125), participles (pp.127–131), passive voice (p.133), and gerunds (p.128).

Final submission of “La narración de un evento”

Lectura: “La civilización del espectáculo” de Mario Vargas Llosa

Introduction to critical reading and analysis of cultural essays.

Práctica A, B p.135–136

Taller No. 3: “La crítica”

Workshop on writing literary criticism.

Primer bosquejo de la crítica

Enfoque: Writing Critical Reviews (p.300)

Peer Review: “La crítica”

Feedback on first draft. Focus on style, argumentation, and citation practices.

Review of punctuation and typographic conventions: diacritical accents, dash, quotation marks, parentheses, and brackets.

Repaso gramatical: El subjuntivo (pp.209–218)

Study of subjunctive mood in complex sentences.

Edición final de “La crítica”

Práctica A, B p.219–220

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210.

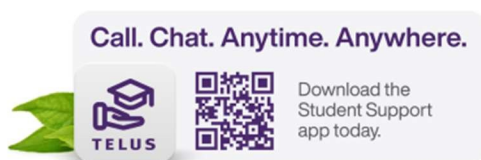
You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/DisabilitySupport-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>. Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. NonEmergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/StudentRights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter

for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the

Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX

Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title



IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academicintegrity.html>).